

ZEUCH: Letters, Statements, Philosophy  
of Education.

# SCHOOL OF ORGANIC EDUCATION

FOUNDED BY MARIETTA JOHNSON IN 1907

WM. E. ZEUCH, PH. D.  
DIRECTOR

S. W. ALEXANDER, A. B.  
PRINCIPAL

FAIRHOPE, ALABAMA

'ON MOBILE BAY'

DR. C. A. GASTON  
PRESIDENT OF CORPORATION

OETA VAN BRACKLE, A. B.  
SECRETARY

December 10, 1943

Faculty, SOE,  
Fairhope, Alabama.

Fellow teachers:

Last year we all agreed to write up our idea of what we thought we should be striving to attain here at Organic. I worked on this paper last summer but it was mislaid or destroyed during the moving of the office. I am attempting it again.

We can best, I think, approach our problems if we first state clearly just what we want from education. This statement of what we want must be expressed in terms of the individual and of society. The interests of the individual and of society must be integrated in the education we are trying to achieve.

The earlier educational reformers who called themselves progressives, or their methods progressive, following Rousseau, likened the child to a flower. The adult was potential in the seed just as the flower was potential in the seed. All seeds would make beautiful flowers of great variety if the proper environment was provided. All children would grow into adults of various accomplishments if the proper environment was furnished for the unfolding of the innate potentialities.

Modern psychology tends to throw doubts on this point of view. Men like Watson and Pavlov as well as the whole school of Behaviorists do not look upon the child as a bundle of specific qualities. Rather they think that normal children - taking the existence of such an abstract as granted - have pretty much the same sort of innate qualities - the same potential - and that what each becomes, both in process and end result, depends upon the conditioning or environing factors. If this is true then we would not create and provide activity situations so that the child may find himself but would establish activity situations so as to create the sort of child we want for the kind of society we want.

We could spend endless time debating our prejudices and predilections concerning the points of view of the Rousseauans and Behaviorists. Everyone will admit, of course, that the child inherits his physical makeup - color of skin, eye color, hair color, stature, etc.. Physically, the child is in the seed and whether he grows up to his physical potential depends on environmental factors - on food, climate, care, etc.. As educators we must be interested that each child develops into the best sort of physical specimen possible. We do recognize that the psyche - nervous system and brain - as well as the soma - bones, muscles and other tissues - is affected in its power through malnutrition regardless of whether that brain carries particular potential qualities or merely generalized and unspecific capacities. The child should be well-born and properly nourished.

As we are not certain, since science has as yet given us no answer, that the child is born with specific talents, qualities and aptitudes, it seems to



me that it would be better to begin our search for educational aims and methods with the assumption of general, unspecified mental capacities in the child on the one hand and some rather clear ideas of the kind of society we want on the other. If we do this then the activity situations we develop for educational purposes will aim to develop attitudes and capacities for social as well as individual ends - and these can be and should be mutually advantageous rather than antagonistic. No activity situation should engender anti-social acts and attitudes nor should it inhibit any creative powers within the individual so long as those powers are not clearly anti-social. There are sure to be borderline instances, of course, that will require tolerant judgment.

Hence, I believe, that in trying to determine our educational aims and methods we must first formulate our notion or idea of the good society, that is, we must answer the questions: what is the good home? what is the good community? what is the good country? and, what is a good world? When we have answered these questions, even if only tentatively, we will begin to have some basis for developing the activity situations we want in our school, - for our school, any school, should prepare the child for the best possible home, the best possible community, the best possible country, and the best possible world. We should want our pupils, so it seems to me, to be the best possible parents and home makers, the best possible fellow townfolks, the best possible citizens, and the best of national neighbors. The fault with the Rousseauian emphasis in education, as I see it, is not only that it postulates a doubtful psyche but, rather, that it is regardless to a large extent of these social aims - it tries to bring out an assumed unique individuality in the child rather than to prepare the child for a real home, a real community, a real country and a real world. The little dear, so the Rousseauians thought and still think, must be permitted to flower even though he turn out to be only a skunk cabbage.

This conflict between the ideas of natural and conditioned development of the child, and the attitude or stand we take regarding it, will determine the kind of education Organic will develop and offer. Perhaps the conflict is more seeming than real. Perhaps it can be harmonized. Perhaps an integration can be worked out. I am not sure. My observation has been that where undue emphasis has been laid on individual efflorescence in the educative process it tends to produce maladjusted personalities - not only for the society we have but for any kind of society I can conceive of. In any case, Organic has never harmonized or integrated the individual and society for the simple reason that the school has never had any clear idea of its aims. Naturally, lacking clear cut aims its methods have never been anchored to any definite objective. They have been hit and miss, a sort of groping in the dark.

This is not to say that what has been done at Organic is valueless, or has been valueless to the pupils. The emphasis on the arts and crafts, on folk dancing, on the free classroom has made for individual physical fitness, individual appreciation of some things artistic, and greater social ease. And the lack of conditioning for any particular kind of society was better, perhaps, than to condition them for the kind of society we have. But when all is said, it must be admitted that Organic pupils have developed a feeling of freedom without acquiring much, if any, sense of responsibility to the home, to the school, to the community, to the country or to the world. Organic has been, to my notion, pretty much a school where pupils have effloresced, or effervesced, in a social vacuum. Such activity situations as were developed did not require the children to learn to think independently and to think through nor were they related very closely either to actual life situations or to projected ideal life situations.



The best thing about Organic right now, as I see it, is the chance to begin to do some real experimental work on an objective scientific basis. Such things as we have that are sound we can keep. Those things that are not sound we can scrap. I think that the arts and crafts work, the folk dancing, the music, the dramatics, the free class room would all remain. They would be integrated in activity situations that reflected life situations. Considerable that we are doing and have been doing could not be justified. For example, most of the mathematics required in life situations is contained in arithmetic. Only in vocations do we need algebra or geometry. Algebra and geometry should be learned in connection with specific vocations. We continue to try to impose these subjects on everybody as a hangover from obsolete educational notions. Organic should develop activity situations where pupils learn all the arithmetic they will need in ordinary life situations and reserve algebra and geometry for those who need and want them for vocational reasons. The teaching of science should be governed on the same basis. That part of science that is vocational in character should be reserved for those going into the vocations. That part of science that teaches method of arriving at truth and provides that broad orientation necessary to sound thinking <sup>to meeting</sup> and ordinary life situations should become part of the school's program of integrated activity situations.

Since Organic has been pretty much a school in a social vacuum so long, one of its most difficult problems will be connecting up with society. The school must arrive at some basis for evaluating the home as it is and as it should be, the community as it is and should be, our country as it is and should be, and the world as it is and should be. After that is done in some measure the teaching in the school should reflect the findings;; the activity situations will reflect the findings; and the graduate of Organic will reflect the findings. There is fundamental disharmony and disintegration in any school that strives to give an idea and feeling for beauty in weaving and ceramics and permits the formation of the ugliest social attitudes.

There is a big place for Organic in the field of experimental education when the school defines its aims and get down to the business of methods.

Most sincerely,

Wm. E. Zeich





To Carl Blytham from CAG

Fairhope, Alabama  
June 20, 1942

Dear Carl:

I am writing this letter to you because I have so much to say and I want to be exact in my statements and have them in form for your future reference. After you have had opportunity to read and digest what I have written I hope I may have a chance to talk the whole situation over with you.

Such information as I have from Mr. Wolcott and other sources makes me believe that your statements and attitudes may have been a major factor in the lukewarm reception many local business and professional men have given to the proposal that they pledge support to the Organic School.

Mr. Wolcott says that you stated your conclusion to be that Dr. Zeuch came here down and out for the purpose of getting a job out of the people of Fairhope and that you used as evidence, the report that Mr. Nichols had asked a special rate at the Daire Hotel.

The truth is that the faculty of the school, seeing the impossibility of permanently continuing the school under the plan adopted after Mrs. Johnson's death had written to interested educational leaders to see if any could suggest a person who might have the capacity and the idealism needed for such a position.

Dr. Zeuch's name was given them by Dean Calhoun, of Sterling College, Sterling Kansas. He was written to and invited to come and make an investigation. Dr. Zeuch was given no assurance he would get a position here even if he decided he wanted it, so he properly asked for guarantee that his expenses would be paid. For this reason Mr. Nichols, representing the faculty was interested in securing as low a rate as possible. The further truth is that since Dr. Zeuch decided to remain he has not yet asked for or been paid his trip expenses nor has he been paid anything by the school up to the present date. I countersign all school checks.

Dr. Zeuch made a careful study of the school and was himself studied by the faculty, studies that resulted in a mutual agreement. This agreement resulted in the development of a plan which Dr. Zeuch presented to the Chamber of Commerce and to the Rotary Club where business men had an opportunity to ask questions and to criticize. At these meetings members expressed appreciation of the value of the school to the business community and there was every indication they would give the plan substantial support. The plan was also published in the Courier and the commendatory comment was such as to give further hope for its success.

An essential part of the campaign program was the writing of many letters explaining the plan to those who had not had



an opportunity to hear Dr. Zeuch's presentation or to read the Courier and to send pledge cards to all. Since this work was all done voluntarily, much time was consumed. However when these letters finally got into the mail the initial response both from Fairhope and the outside was most encouraging.

However there was no general response from the local business men. One of the friends of the school reported you had advised against personal solicitation of business men and said it was your belief the business men should get together in a meeting and discuss and plan their support. I came to you and asked your suggestions for securing such a meeting and when I learned that you had no concrete plan I asked you to take the initiative in accomplishing this and you agreed to see what you could do. Later when I called on you you told me you were so pressed by personal business obligations that you couldn't do it.

I didn't believe and the business men on the Sponsoring Committee didn't believe it would be of value to have such a meeting unless the business men called themselves together. You will recall that when you told me you would be unable to do anything very little time remained until the campaign was scheduled to close and that I told you I saw no other course than to proceed with personal solicitation. The soliciting committee of women who had been selected for their qualifications to solicit friends and patrons in the community then undertook the task which should have been assigned to a committee of interested business men.

The response might have been forecast had a proper analysis and study been made of the reasons there had been so few voluntary contributions from the business community. While there were few absolute refusals some made small contributions but refused the pledge giving their contribution only one-tenth value as a pledge. The results were far from what had been anticipated and were not at all in proportion to what has been reckoned by business men to be the real business value of the school.

It is considered to be a sound business policy to buy service as cheaply as good service can be bought and the small contribution of yourself and others, and the small pledges would not have aroused suspicion had it not been that there was every indication that the lack of more substantial business support almost certainly doomed the campaign to failure.

I very much regret Carl that the above mentioned suspicion points back to you for I also learn that you further discredited Dr. Zeuch by stating that he was responsible for the communistic disrepute of Commonwealth College. The facts of this case are that Commonwealth College was founded as a workers' college with the aim of advancing the cultural and educational opportunities of workers and workers' families unable to avail themselves of the facilities of established institutions of



advanced education. While head of Commonwealth College in 1931 Dr. Zeuch was awarded a Guggenheim traveling fellowship in recognition of his pioneer experimentation in adult workers' education. While he was away pursuing his studies in Europe communists secured control of Commonwealth, altered the policies and plans of its founder and accomplished its destruction.

This information and some of the misinformation repeated by you came to me without solicitation and if both didn't reach you they were as available to <sup>you</sup> as they were to me. Some one told you these damaging things that you have repeated, I don't know how many times. I do know though that shortly after the sponsoring committee was formed Kirby announced that he believed a lack of confidence had developed which made him hopeless of achieving our goal.

I have addressed this letter to you, not because I believe you to be the center and sole source of the disturbance but because you are the only person to whom the source of misinformation can be positively traced.

From another source I heard that Dr. Zeuch had been watched by the FBI and that they had checked upon his arrival here. This is probably true but how many people do you presume have been watched and investigated by the FBI with the result that their suspicions were found to be unfounded? I mention this because you probably heard it too and may have passed it on as you did the other things mentioned. Surely you have personal knowledge of how unfounded stories can get a start. I wrote a character endorsement for a former Fairhope boy making application for enlistment as a naval aviation cadet in California. I wrote on Single Tax Corporation stationery and it required a lot of explaining to convince the officer that our Corporation was not a subversive organization.

There is little time left but it will be enough if properly used. I feel sure that the loss of the school will be greater than has been estimated. The loss in sorely needed school facilities is going to be great in these times of overcrowding and restrictions on expansion. Families here with children may be forced to leave or arrange to send their children away, in either case causing an economic loss to the community.

One of the solicitors who called on you said you asked why you should be interested in maintaining an institution that would attract people to Fairhope when we didn't have room for all who wanted to come? Surely you know war demand is not permanent and surely you know that people who come to Fairhope with more than just a desire to get a house are more stable and desirable from both a community and a business point of view.

I hope you will give careful consideration to the foregoing and that you'll help to correct the damage done.

Sincerely yours,



## ZEUCH LETTERS

When Dr. Coate relayed to me the substance of your information to him about Oragnic I, in turn, relayed it to Dr. Calhoun. I enclose his reply which is self-explanatory.

Nothing I proposed in my letter to Calhoun is the same solution I proposed in 1942 for Fairhope and Organic (1) That an Experimental School of Integral Education replace Organic (for all grades or groups from nursery school through High School) and (2) That a Community College for the Social Studies and the Arts be established.

Organic was a bad name to begin with. With the passing of Mrs. Johnson no new experimental work was done although she reiterated constantly that "What we want is not here." Her abject followers in Fairhope lacked imagination enough to be continuous experimentalists. Nor did they have sufficient understanding of education as such.

It is unnecessary to point out that work in the Social Studies is probably the greatest educational task at the adult level of our time. Now that "thought control" has become an educational curse, the greatest offering that any college can make is study under conditions of intellectual freedom. Would the Single Tax Corporation stand for that? Would Fairhope stand for it? I remember clearly that Fairhope has its share of numb-skulls and plain damn fools. I have not forgotten that some one in Fairhope reported me to the F.B.I. the day I arrived (Dec. 7, 1941) because I have a German name.

Social issues will become more tense as the world crisis continues. Reactionary forces will continue to take advantage of that crisis to repress all liberal, progressive and radical thought. Such things as war, racism, exploitation will keep people on edge until they are settled and setteled right. Could Fairhope stand the intellectual stress and strain incident to a college group trying to deal with such issues freely and honestly? This is a most pertinent question where even "The Courier" does not dare to call Negroes Mr. and Mrs. in its columns. Shades of Henry George and Single Tax!!

The Experimental School of Integral Education would have to be pretty much a boarding school, I take it, for financial reasons if nothing else. The Community College would probably draw its students from a rather broad area. Since people in Fairhope, for the most part, are not interested in Experimental Education nor in solving acute social problems the financing of the project would have to be by outsiders and the control of the school would have to be vested in the faculty and a national board of advisers.

Now the thing the S.T.C. would have to decide, in leasing the plant, would be whether Fairhope offers the right "climate" for such a project. That is the very first and most important thing. Would a Community College and a truly Experimental School blast the town like an atomic bomb? Or is there enough tolerance and sophistication in the town to take such projects in stride?

I wrote Calhoun that if the right sort of head or leader could be found, S.T.C., and Fairhope being willing, that I would cooperate to the extent of returning and offering seminars in Economics for mere board and room. That would be the extent of my cooperation. Calhoun indicates that he might be willing to come, too; for Sociology, I suppose. I have no doubt we could get a good faculty for a song-- since they could all sing freely--and an alert student body.

My health is excellent here, everything considered, and I would not want to make the change unless there was real promise in the venture.

All this is in haste to give you something to think about-- and an idea of what's cooking.

Hope you are both well and enjoying life.

P.S. Our winter weather seems to be like Fairhope October weather--only we have six months of it.

P.P.S. Calhoun's last paragraphs are comments on my criticisms of his recent book "The Cultural Concept of Christianity" and not relevant

P.P.S. Calhoun's last paragraphs are comments on my criticisms of his recent book, "The Cultural Concept of Christianity" and not relevant to substance of this letter.



Apartado 5, S.M.A., Gto. Mex.  
11/30/50

Enclosed is another letter from Calhoun bearing, in part on your problem of Organic and what to do with the plant. When you have read these letters I send you, and made copies of pertinent parts, if you wish, return them to me for my files.

I have met both Cohnstaedt and Tucker Smith but can't say I know them. Smith was, I believe, Socialist candidate for Vice President last presidential election.

Aubrey Williams I know well. But the years, and success, may have dulled his passion for social progress.

Ignore the personal part of these letters. Calhoun and I have known one another for 40 years and have always carried on a correspondence of criticism and debate.

The news on radio is not so good. We may be at declared war with China before this reaches you. No party seems disposed to back down. I doubt whether Great Britain and Western Europe will fight with us. They will probably prefer slavery to a fight for freedom. Especially France. Too bad our own monopoly influences have blurred the real issue.

Hope Paul can finish his college course.

December 15, 1941

SEASONED EDUCATOR APPOINTED  
DIRECTOR OF THE ORGANIC SCHOOL

Dr. Wm. E. Zeuch Elected to Position Vacant Since Death of  
Marietta Johnson

The teaching staff of the Organic School - pioneer experimental venture in progressive childrens' education founded at Fairhope in 1907 by Marietta Johnson - has elected Dr. Wm. E. Zeuch (pronounced Zayk), pioneer in cooperative workers' education and widely experienced in progressive adult education, to the position of Director.

Native of Iowa

Dr. Zeuch was born and brought up in Iowa. After completing High School at Iowa City he took his A.B. in Education at Lenox College in his native state, his M.A. in Psychology and Sociology at Clark University, Worcester, Massachusetts, and his Ph.D. in Economics at the University of Wisconsin.

Broad Teaching Experience

As a lad of eighteen just through high school, Dr. Zeuch began his educational career in the rural schools of his ~~native~~ home state. After completing his undergraduate work he taught in the high schools of Iowa and Michigan. Subsequent to his graduate course he served on the teaching staffs of the University of Indiana, Cornell University, the University of Wisconsin, the University of Illinois and Black Mountain College.

Founded Commonwealth

In 1923 Dr. Zeuch founded Commonwealth College as a cooperative, non-factional educational community for workers and was its Director for eight years. During that period he lectured widely throughout the United States and Canada on behalf of adult workers' education.

Guggenheim Fellow

In 1931 Dr. Zeuch resigned his position as Director of Commonwealth to accept a Travelling Fellowship awarded him by the John Simon Guggenheim Memorial Foundation in recognition of his pioneer experimentation in the field of cooperative adult workers' education and his promise as a creative personality in the field of education. During more than a year in Europe he visited and studied resident adult workers' schools and various types of cooperative activities in Great Britain and throughout the western half of the Continent.

Public Service

After his return from Europe Dr. Zeuch entered the service of the Government with the New Deal Administration first as Specialist in Cooperation and then as Chief of Initiation and Planning in the Subsistence Homesteads Division, and later as Cooperative Counsel to the Resettlement Administration. Subsequently he spent over two years ~~in~~ in Mexico with ~~the Government Administration~~ an agency of the Cardenas Administration as an economic and educational expert. On November 1



of this year Dr. Zeuch completed months of research work in wages and hours for the Railroad Brotherhoods for their case covering demands for higher wages recently concluded successfully before the Emergency Railroad Mediation Board in Chicago.

Now, ~~xxxxxxxxxxxxxxxx~~ at fifty years of age, Dr. Zeuch brings this wealth of training and experience to his tasks as Director of the Organic School. When asked what the new program would be he said:

#### THE PROGRAM

"The new program will be the old program furthered, strengthened and fulfilled. The staff of the Organic School has just concluded a series of meetings held to discuss its problems, to explore the possibilities, and to formulate a program. The staff has come to the conclusion that the Organic School has much more to offer Fairhope, the State of Alabama and the nation in the future than in the past not only as a demonstration in progressive education but as a center for other social services as well.

#### An Adult Department

"There will be no departure from the proven educational methods of Marietta Johnson. Rather those demonstrated methods will be carried forward by teachers of her training in the education of the children and youth in the school while a new Department of Adult Education based upon my own long experience in that field will be added to the curriculum.

#### Boarding Pupils in Good Homes

"The first thing to be done - and this has already been done quietly during the past week - was to find out how many good homes in Fairhope would take children and junior youth to board and lodge. There are now not only refugee children from Europe but evacuee children from our own large seaboard cities and defense areas to think about and to prepare for. Fairhope, a veritable paradise for children and reasonably secure from war operations, and with the plant of the Organic School available, must do its part toward national defense not only by buying defense bonds but also by providing refuge and haven for more and more children as the war becomes more intense.

#### A Year-round Educational Center

"Then, in addition, we propose that the Organic School shall become a year-round educational center. We intend to supplement the regular school year with summer camps for children and youth operating from the first of June to the end of August. The plant of the Organic School should not be idle when there is need in this national emergency for year-round refuge for children and when even in ordinary times there is need for summer camps along this coast for children from the hotter inland cities of the South. This will permit the Organic School to admit children and youth at any time of the year.

#### Adult Education

The Adult Department, organized around the social studies, will have a Fall Term of 12 weeks and a Spring Term of 15 weeks and will be open to residents and tourists in Fairhope as well as to students from the country at large. The senior youth and the adults will eventually



operate vegetable gardens, poultry yards and a dairy as well as cottage dormitories and a commons as part of a program of cooperative self-maintenance.

#### Town and Gown Cooperation

"The staff and student body of the Organic School will work quietly and patiently toward these ends. There will be no high-powered promotion methods so distasteful to educators. We desire a steady, sound growth not toward the biggest but toward the best demonstration of the organic methods in progressive education. We must not lose sight of the fact that Organic School is the mother school of the organic method. And as we cooperate within our own school group so do we hope for the full cooperation of the community. 'Town and gown', to use an old expression, should be one just as much in the case of the Organic School as in the case of the public school for the Organic School is a national institution of international renown. Wherever educators think of Fairhope they think of the Organic School. On the basis of such mutual cooperation we will all prosper while we serve the common good.

"This program, as outlined so briefly, has been adopted by the staff and is now in operation."



## ORGANIC: AN EXPERIMENTAL SCHOOL OF LIFE-CENTERED EDUCATION

1. The aim of this school is to prepare pupils for life and not for college, it being understood that any pupil prepared for life is prepared for college.
2. The method of this school is to educate by doing in activity situations that either are real life situations or else reflect life situation conditions.
3. The activity situations, beginning in nursery school and continuing through adult classes, shall in the activity process teach the tool subjects, -language (reading, writing, speaking) and mathematics (arithmetic), -cooperative attitudes, artistic appreciation, and ability to think, and other values as part of the activities.
4. The master life situations are (a) the home situation, (b) the leisure time situation, (c) the community life situation, (d) the sex-marriage situation, (e) the life philosophy situation, and (f) the vocational situation.
5. It is obvious that the home, leisure time and community life situations can be introduced in the school activity situations right from the beginning, that is, in the nursery school. The vocational, sex-marriage, and life philosophy situations should be introduced later at the proper age group.
6. It should be clear that the tool subjects need not be introduced in the nursery school except in a very limited way. Nursery children must learn to talk simply and clearly as well as to count a bit. But there is no point in their learning to read and write. The nursery school teacher should ask herself what the child of that age should be doing in the home and then develop activity situations aimed at helping the child to live the right kind of a home life. Games aimed to develop elementary rhythms, (both in song and dance); the elements of personal hygiene; table manners; putting playthings back in their places; opening and shutting doors properly; cooperative play relationships; etc. etc.
7. The kindergarten should continue what the nursery begins. More organized leisure time activities such as organized games, listening to reading of good stories, going on short field trips to learn most common birds, trees, etc. Activity situations should never be pointless even when they may appear pointless play activities. The fundamental muscle-sense coordination relationships are formed at an early age in play activities, the handling of simple tools, making or shaping things with the hands, sweeping the floor, carrying in wood, raking the yard, etc.
8. Each age group has its corresponding life situation activities. They are progressive and cumulative. First the child uses hammer and saw largely for the joy of exercising muscles, then he uses them to make something to play with, then something to use in his room or in the home. At first there is little sense of the beautiful but as the child grows this develops. The Greeks first made useful things



then they made the useful things beautiful. They had no bric-a-brac to put on what-nots. After the play or manipulation period of childhood - to acquire a bit of skill - arts and crafts should be tied to the useful, to home decoration, to personal dress or adornment, etc.

9. When reading and writing are introduced - in "First Life", perhaps - it should be introduced into life activity situations as a "natural" and not as an "artificial". The same should be the case for all so-called subject matter for study. Everything relative to citizenship should be brought into the school in connection with community, state and national problems, that is, life situations brought into the school. Mathematics should be taught by bringing the arithmetic problems or real life into the classroom. Vocational mathematics should be taught only to those who have selected a vocation that requires such mathematics. Sports, folk dancing, group singing, dramatics, are all a part of the leisure time (sports and recreation) situation.

10. Thus far, we have done practically nothing in our schools for the sex-marriage and life philosophy situations. Yet these are of the utmost importance from puberty onward. These situations can be the center of a wealth of vital teaching. Yet we do nothing to prepare our youth for courtship and marriage, and almost nothing to help them to get an orientation to the larger problems of human existence. We must keep in mind that a human being is a bio-psycho-socio-spiritual being and we should shape our curriculum accordingly.

11. Let us reorganize the curriculum at Organic so that relationship to life situations shall be the test of all our teaching. Let the validity of every activity situation be its worthwhileness from the standpoint of helping the child or youth to meet some life situation. If we keep everlastingly in mind that every youngster is a bio-psycho-socio-spiritual being with home, leisure time, community, vocational sex-marriage and life philosophy situations to meet, then we have a loadstar to guide what we are trying to do.

12. This proposal will mean much study and much experimentation on the part of the staff. First of all, each and every member of the staff will need to understand clearly what we are trying to do in shaping up our teaching methods, our activity situations. Each teacher will need to be a real student of activity situations as well as of the growing and maturing child. We will not want either to force or to retard our children in the process of education, that is, in the process of preparing them for the various life situations. All the valid subject matter now offered in courses will need to be reorganized with reference to life situations. It is a big job but if tackled energetically it will make Organic a real experimental community school of living.

Wm. E. Zeuch



## "WHAT WE WANT IS NOT HERE"

When Marietta Johnson began this school thirty five years ago she approached the problems of new and better teaching methods with an experimental attitude as do all true scientists. One of the many remarkable things about Mrs. Johnson was that she never lost her objectivity. When she passed on after thirty years of pioneering she still had the scientific spirit. She never thought for one moment that her work was through, that she had succeeded, that she had solved the problems of educational method. Up to the very end she kept repeating, "What we want is not here."

That phrase should be the slogan of the School of Organic Education. "What we want is not here." Nor has it ever been here. What we want in knowledge of children and youth is not here. What we want in the way of teaching methods is not here. What we want in the way of plant and equipment is not here. This is the challenge to the faculty as a teaching body. This is the challenge to Fairhope as the home of this progressive educational project. This is the challenge to the Friends of Organic everywhere. "What we want is not here."

My first meeting with Mrs. Johnson was almost twenty years ago when she came to visit an educational center that I had founded. From time to time afterward we found ourselves in the same city or in the same university on the same days or during the same weeks lecturing on education. Naturally, we talked shop. We compared ideas and experiences and discussed points of view. I became quite familiar with the organic idea. Although my own experimentation <sup>been</sup> had in the field of cooperative adult education for workers, I was keenly interested in what Mrs. Johnson was trying to do for children and youth. And I have kept that interest.



When I came to Fairhope last December on invitation of the teaching staff of the School of Organic Education, I was eager to find out what organic education meant to the people of the community that had had its advantages for thirty five years. Almost everywhere I went I asked folks, "What is organic education?" I had many answers, many different answers. There was no unanimity of opinion. That, to me, was a good omen for it showed that ideas and procedures had not become fixed, that they were still fluid and growing. In other words, the School of Organic Education is still experimental. As a matter of fact the school might just as well, or even better, <sup>have</sup> been called the School of Experimental Education. For that is what it has been and still is.

Most of the persons to whom I put the question were more sure ~~xxxx~~ what organic education is not than what it is. They were sure that it is not regimentation of any sort, that it does not consist of sticking children into seats, row on row, and ~~then~~ then trying to regiment their minds by compelling them to memorize information, much of it utterly useless, according to a schedule with the expectation that this ~~xxxxxx~~ information ~~shall~~ <sup>will</sup> be passed back in examinations at stated periods. They were agreed that the memorizing and examination method inhibited growth and ~~stultified~~ <sup>stupidified</sup> the souls of children.

These persons insisted that the object of education <sup>should be</sup> ~~was~~ the child, that information is significant only to the extent that it aids the normal growth of the child, that organic education aims to meet the growing needs of the growing child from the cradle to adulthood, that its purpose is not to force any child physically, mentally or emotionally but rather to permit and aid a natural unfolding, a natural development, by providing the right kind of surroundings for natural development.



But when it came to the questions, "What is the inherent nature of the child at each stage in its development?" and, "What is the proper environment for each age and phase in the development of the child?" there was neither agreement nor sureness. This lack of agreement and this lack of sureness after thirty five years of experimentation demonstrates that education at the School of Organic Education is still in the growing stage, that much experimentation still needs to be done to find right methods or even the best methods of teaching. This situation or condition points to what Mrs. Johnson meant when she repeated again and again, "What we want is not here."

It is true that the School of Organic Education has already done much, that it has had a great influence on educational methods even though it is still a long, long way from perfection. Methods begun here have been taken up and followed not only in this country but throughout the world. Educational ideas germinated here have been and are leavening education everywhere. The School of Organic Education has carried on a continuous struggle to secure the right to childhood for every child. Here has been carried on the battle against the notion that memorizing information is education, the battle against formal and regular tests and examinations as measures of education, the battle against the grading system, the battle against prizes and awards in the school. And all these battles are slowly but surely being won. The introduction of the arts and crafts and folk dancing into the school curriculum on a par with other subjects took courage but is now recognized as sound and followed in many places. There is also a growing realization that a too early learning of the three R's is educationally bad for children.

The School of Organic Education still has a big role to play in carrying on the fight for a normal and happy childhood for all



children through improved educational methods. We have succeeded in many skirmishes but when we look at educational methods generally in use we know that the main battle is yet to be won. After thirty five years of study and experimentation and struggle on behalf of children we must still say with Mrs. Johnson, "What we want is not here." And because what we want is not here we ~~should~~ look forward and go on with our work. We must admit frankly that there is still much to discover about the nature of childhood and still much to find out about the educational methods best suited to the ~~various~~ different ages and various phases of childhood and youth. We ~~should~~ keep on experimenting to find better ways to bring out and to build up all that is good in every child. We must foster physical, mental and moral growth through the fullest measure of wholesome self-expression. We must find and encourage those inner resources that enable the child and youth to build character through self-understanding and self-discipline. Our schools should be the carriers of our culture and if that culture does not make for character we are headed for social destruction.

And we must keep in mind also that Organic as a school of experimental education needs a minimum adequate plant and equipment. Our present buildings were never planned for organic education. They have been makeshift from the beginning. After thirty five years of experimentation we now do have some rather definite ideas of what we need in the way of plant and equipment. We know that we need not only classrooms but workshops and studios as well. We need a little theatre and folk dance floor, adequate laboratories and a good gymnasium. We must plan and work toward a realization of these things.

Organic is not interested in being the biggest school of any sort  
sort of  
but rather in being the best ~~experimental~~ school in educational methods. As a matter of fact we ~~never~~ want never to have more than from twelve



to twenty pupils to a class from nursery through high school. The adult department could handle more than that number, of course. Our plant should be no larger than to care for this number of pupils and students. This means a plant capable of educating from 150 to 250 children and youth and from 50 to 100 adults. Such a school, drawing pupils and students from all over this country and <sup>from</sup> foreign parts, would not interfere in any way in the fullest, normal development of the local public schools. Such a School of Experimental Education with departments for children, youth and adults would make Fairhope once more a significant educational center.

Our present drive to secure a minimum financial foundation from which to ~~revitalize~~ build toward these objectives is now coming to a close. We do not know yet whether there will be enough of loyalty, understanding, imagination and vision among alumni and friends to ~~enable~~ enable us to go on. We have carried on our drive in a democratic manner. We have relied on conviction rather than upon any kind of high pressure salesmanship. Building on ballyhoo would be building our foundation upon the sands. We have tried to put our support on a broad democratic <sup>basis</sup> foundation, upon something from many. We are well aware that recently the democratic way has usually meant too little and too late. Whether our democratic way of trying to put a foundation under the School of Organic Education will also ~~will~~ prove to be too little and too late we shall soon know.

Let me add that  
Again, to quote Mrs. Johnson, "What we want is not here." / What we want has never been here. Whether we are to go forward working toward what we want in a scientific spirit is now in the balance. Shall the verdict be , "Too little and too late?"



THINGS ORGANIC OUGHT TO DO AS AN EXPERIMENTAL EDUCATIONAL  
CENTER

1. Begin to develop a series of progressive activity situations from kindergarten through high school. These activity situations should be tentative until their adequacy is demonstrated through repeated use. Each age group should have a sufficient number of these activity situations and the teacher should know what each activity situation is for in terms of the child development. A record of these activity situations should be kept in detail. Also, a record of the activity situations that have been tried and discarded, and the reasons for discarding.
2. The high school should be put upon a basis of three academic courses and one art or vocational course each year. No pupil should be permitted more than this except under very unusual circumstances. The academic courses should be built around activity situations as much as possible. Each academic course should require as much study time as class time either in study hall or at home. The art or vocational courses should consist of ten class hours weekly so that they can be given regular credit. Even next year such art or vocational courses could be given in free hand drawing and painting, typewriting, mechanical drawing. No such course should be given unless there are at least five pupils enrolled for it.
3. Vocational math courses should not be required for completion of course in high school. By vocational courses I mean such things as algebra or geometry. Pupils should be permitted to substitute such things as drawing and painting, typewriting, domestic arts, etc., for such vocational math.
4. There should be a course equivalent to ten hours weekly through the year that combines sports and folk dancing so that every pupil graduation from high school has one credit for such course. This might be spread over the four years, to be sure.
5. The staff should begin seriously to study to establish values and attitudes with the idea of setting up standards for the school. Is Organic to continue in the midst of racialism and yet remain passive? Is it to continue in the midst of war and yet remain passive to war-mongers? Is it to exist in the midst of economic and social evils and yet have no attitude toward them? A school should have some idea as a school - as to what is good and evil socially as well as individually and shape its educational program accordingly. Or are Organic teachers to be neutral bystanders in the struggles between right and wrong that are shaking the world? And are organic pupils not to study with the idea of arriving at ideas of right and wrong in social as well as individual affairs? To denounce smoking, drinking, etc. as evil and then keep an "open mind" on such things as race hatred, war, and economic exploitation seems to me as cowardly as it is absurd.
6. The staff should "keep up" educationally by a fortnightly study club wherein reports and discussions of purely educational developments are given. This should be a "must" for all teachers. The present staff is intellectually dead when it comes to educational matters. It does not read and discuss.

Wm. E. Zeuch



*Copy of outline for talk to  
Patrons Committee 1/22/42*

ORGANIC SCHOOL PROBLEM

I. Past

1. Mrs. J. a great teacher and fine personality but no business woman.
2. The depression destroyed Mrs. J. method of promotion and financing.
3. With Mrs. J's death School hit bottom and has remained there.
4. NYA project the only thing that permitted it to live at all.

II. Present

1. Teaching staff at wish of Board are carrying on the School.
2. Teachers are organized as a cooperative sharing alike in whatever income is received.
3. The prospect is that the NYA project will not last longer than June 30, if that long.
4. With the NYA gone and with the small income from pupils the School must close, that is, unless some plan is worked out.

III. Plan for Going Ahead

1. The staff invited me last fall to come over and visit with the idea that I should take over the duties of Director if I could see any way of salvaging the school and putting it on a sound operating basis.
2. I have now spent almost two months studying the situation.
3. So far as property is concerned the School is bankrupt. The land is owned by Single Tax Corporation. The improvements are mortgaged for more than they are worth.
4. The only assets of Organic School right now are an educational idea, a little group of devoted teachers, and thirty five years of history.
5. Whether Organic School has any Good Will as asset remains to be seen.
6. Our problem now is to find out whether we can use an educational idea, thirty five years of its demonstration and the Good Will developed from these to revitalize and rebuild the School.
7. The basic thing, of course, ~~taxfixxxxx~~ next to the organic idea, is finances.
8. Mrs. Johnson solicited money over the country to give education to the children of Fairhope free. That can no longer be done.
9. The school has tried charging tuitions of local students but these tuitions, except for a very few, have never been paid in full.
10. The first thing that must be done is to have a scale of tuitions that are reasonable and then collect them or else ask parents to withdraw their children. This may seem harsh but parents must realize that teachers must eat and wear clothes and have houses.
11. We now have a scale of payments established. All children must pay an incidental fee of \$3 each half school year. In addition there is a tuition of \$1 a week. The ~~xxxxxxx~~ incidental fee and tuition together for each half year is \$20. This means \$40 a year for each pupil above the kindergarten. The tuition for the kindergarten is 75 cents a week.
12. We realize, to be sure, that there are some parents who want to send their children to Organic School who cannot afford tuition. Hence some system of scholarships must be worked out. And in that system of scholarships Fairhope should pay for its own.
13. In order to meet the need of poorer parents for scholarships and to establish a financial basis that will permit Organic School to live and rebuild we are proposing to begin a campaign for a Sustaining Membership Fund.



ORGANIC SCHOOL \* PLAN AND PROGRAM \* STAFF MEETING, DECEMBER 16, 194

1. The teaching staff acting as a cooperative group is the final authority on all matters pertaining to the Organic School.
2. The Administrative Staff of the Organic School shall consist of a Director, Associate Director, Treasurer and Purchasing Agent, and Executive Secretary. and
3. The teaching staff shall appoint from among its members the following committees of three members each:
  - a. Publicity and Promotion
  - b. Finance
  - c. Admissions
  - d. Summer Camp
  - e. Domestic Arrangements
4. All policies or programs formulated and proposed by the various committees shall be approved by the teaching staff acting as a committee of the whole before becoming operative.
5. The Chairman of each Committee shall be the executive to carry out the approved policies and programs of his Committee.
6. During school vacations and Executive Committee made up of the Chairmen of Committees or a majority of such Chairmen shall have authority to act in any emergency matters for the teaching staff or for any particular Committee of which a majority is absent from the school and community.
7. The Organic School shall conduct a year-round educational center.
  - a. Regular school session from middle of September to middle of May with two weeks Xmas vacation and one week Spring vacation.
  - b. Summer Camp for children and youth from Memorial Day to Labor Day.
  - c. Adult School - a Short Term of 12 weeks ending the week before the week in which Xmas falls and a Long Term of 15 weeks beginning after a three weeks Holiday interim.
8. Tuitions.
  - a. Wee Tots, Children and Youth from outside the community shall pay \$10 a week for board, lodging and tuition.
  - b. Adult Students shall pay \$60 tuition for the Short Term and \$75 for the Long Term and provide their own board and room. Plan for cooperative cottage homes for Senior Youth and Adults with chance to pay part of expenses by self help in maintenance activities.
  - c. Local School pupils shall pay \$1 a week ~~and~~ tuition which payment may be met by labor, produce or cash as each case merits.
9. Housing.
  - a. Wee Tots from outside the community shall not be accepted as a general rule - only in exceptional cases.
  - b. Children and Junior Youth ~~shall~~ from outside the community shall be boarded and lodged in good homes.
  - c. Senior Youth and Adults shall be housed in cooperative cottages and boarded at a cooperative commons where and



when they so desire. The Dormitory and Commons Building to be taken over and operated for Senior ~~and~~ Youth and Adult Students when demand for space requires it. A trailer camp to be set up for Adult Students.

10. Departments.

- a. Wee Tots - 3 to 6 years of age.
- b. Children - 6 to 12 years of age.
- c. Youth
  - Junior - 12 to 15 years of age.
  - Senior - 15 to 18 years of age.
- d. Adults - over 18 years of age.

11. The School Day. All Junior Youth, Senior Youth and Adults to observe as closely ~~and~~ practicable the following routine on the five school days of the week; week ends only so far as meals are concerned:

Breakfast - 7:15 - 7:45

School

1st Period 8:00 - 8:50

2nd " 8:55 - 9:45

Recess 9:45 - 10:15

3rd Period 10:15 - 11:05

4th " 11:10 - 12:00

Dinner 12:00 - 1:00

Activities 1:00 - 4:00 (maintenance work and recreation)

Tea 4:00 - 4:30

Study 4:30 - 6:30 (In quarters)

Supper 6:30 - 7:30

Night School 8:00 - 10:00 (Monday, Wednesdays and Fridays  
for Language courses and Seminars)

12. The School for Wee Tots, Children and Youth shall be conducted according to Organic methods as demonstrated by Marietta Johnson while the Adult Department shall follow other methods.

13. The Director shall secure the services of all teachers with the advice and consent of the teaching staff. All teachers to be on trial the first year.

of Director

14. It is understood that if Dr. Zeuch accepts the position/ if and when offered, it will be with the understanding that:

- a. He will not be bound to do promotion work in the field.
- b. He will be given a leave of absence when in his own judgement he should accept a call from the government to serve during this national emergency.
- c. A Field Secretary will be secured when and if a good one can be found and interested in Organic School.
- d. A younger person will later on be appointed understudy for the position of Director if and when good material for such an understudy is found.

15. It is further understood that \$20 a week be the maximum salary for any and all members of the staff; that all earnings of the school over this amount be put into a Faculty Fund to be owned and disbursed by the faculty for such purposes as they see fit; that all donations and grants for specific purposes be put into a General Fund until disbursed for purposes intended.



Handy -  
Carpenter -  
Purchased -

1 00  
6 00  
3 00

11/11



## 14. Sustaining Membership Plan.

1. Form a Sponsoring Committee made up of one representative each from patrons, faculty, Board, alumni and friends.
2. This Sponsoring Committee of five with the Administrative Staff of the School shall conduct the campaign.
3. Ask patrons, alumni and friends to contribute anything from five dollars a year up for a period of ten years to this sustaining fund. Some may be able to give only five dollars a year, others ten, others twenty five, some fifty, and some even a hundred dollars a year or more.
4. By each doing his bit many will be aiding and a broad democratic basis of support laid.
5. We aim for a ~~xxxxxx~~ sustaining fund of at least \$5,000 a year by May 15, 1942. If that sum is not pledged by that time we will consider the campaign a failure and return all money paid in on the first year's pledge. Organic School will then close definitely and finally so far as the teaching staff is concerned.
6. If the Sustaining Fund is raised then the amount that is given by people in Fairhope will be used for scholarships for the children from Fairhope whose parents are really unable to pay. The parents who are able to pay would be expected to keep on paying. The parents who cannot pay would need to present their financial condition to the Finance Committee of the School when asking for a scholarship or scholarships for their children.
7. We all know that a School cannot run on \$5,000 a year. But that would be the foundation on which we could go ahead and build.
8. I presume that you all know that the present staff has been teaching your children at a great personal sacrifice. They have averaged about \$25 a month salary this year. Some of the teachers have come from a distance and are supporting themselves to a large extent to keep Organic School going. The parents and the people of Fairhope have no right to ask any teacher to make such a sacrifice.
15. The first thing for the parents or patrons to do is to select their member on the Sponsoring Committee.
16. The second thing is to get out and work for the success of the Sustaining Membership drive.

Organic School can be saved, revitalized and rebuilt. But it will take the cooperation and work of patrons, faculty, alumni and friends. Are the people of Fairhope capable of that cooperation and work? We will find out between now and May 15.



From the Penthouse-in-the-Trees,  
1131 Wade Street

Brent Dow Allinson  
Highland Park, Ill.

Saturday afternoon  
July 17, 1948

Dear Zeuch:

I am enjoying the peace and serenity of home, in my completed miniature penthouse apartment, with a balcony overlooking a deep green ravine, and meditating upon my long, long journey from Florida (via Washington, D. C.), and on the longer voyage which now beckons so soon to Europe. I have received travel instructions indicating that I am to go by ship, sailing from Brooklyn on a converted Army transport, about the first, (or in the first week) of August. I am trying to delay proceedings, in order to have a little more time at home, because I am tired, and it is very cool and lovely here, in the green woods, after the oppressive heat of Florida in the last fortnight before my departure, on June 12th.

My drive was a great success and a very enjoyable experience. I had a radio in the car, which made up what I lacked in human society. I headed straight north into, and through Georgia, passing somewhat east of Atlanta, through small and mostly dreary towns, swarming with negroes, into Athens - which isn't bad, as a town, with the old University of Georgia campus in the center of it. I went to Athens partly because I hoped to call on my friend, Miss Jeanette Rankin, (the first Congresswoman, you recall); but I discovered that she had recently left her home there for Montana in order to assist her brother who is running for U. S. Senator there this summer...Then I crossed into Greenville, S. C. - an aristocratic and very prosperous appearing city of great white columned homes and wide avenues, and the seat of Furman University - a beautiful place. Thence north to the hill-country around beautiful Tryon on the N. C. border - where I slept in a fine old resort hotel called Oak Hill, and, the next morning, discovered the home (and memorials) of Sidney Lanier.

From there I visited the magnificent Chimney Rock and Lake Lure (of which I had never even heard before!), and which are as beautiful as parts of Switzerland. That lovely day, I made my way up and up, around horse-shoe curves (with some anxiety as to my car because of all the goods and chattels I was carrying) to Blowing Rock, on the top of the <sup>southern</sup> Blue Ridge, 4,000 feet high, where I looked up an old friend who owns and operates a summer camp there, for children, in an educational and physical atmosphere suggesting the Organic School. I passed a few miles from Black Mountain College and Asheville, but gave up seeing them, for lack of time. But I enjoyed the beauty of the mountain scenery all day long. And after spending two or three nights at the camp in Blowing Rock, I pushed through and around the big hills to find the entrance to the magnificent Blue Ridge Parkway, leading over about a hundred miles of fine boulevard, without a town or even a gas-station, to Roanoke, where I overnighted (as the Germans say). The last day of the journey to Washington I visited the superb Great Natural Bridge of Virginia, (with George Washington's initials carved under it!), Washington and Lee University, in old Lexington, Waynesboro (in the "gap, or crest, of the lower Blue Ridge) and Charlottesville, where I met the president of the University on Sunday morning (Colgate W. Darden, former



you perceive, is taking a very minor part in these out-of-date and parochial proceedings. The younger generation in Florida is awakening to a realization of the true condition of the old South and will soon create a new State. I predict that Dewey will carry Florida. But Truman is devilishly clever as a politician, isn't he? . . .

Let us hear from you in greater detail. Have you actually gone, already to Oregon? Do you know what Paul Gaston is doing - or is going to do this fall? Where is he going to college? Our best wishes go to you.

*Best.*  
Governor of Virginia), and went up to Montecello and the home of Monroe ("Ashlawn"), for a last glimpse of American grandeur and 18th Century elegance, not to speak of aristocratic democracy! It was hot, but lovely in Charlottesville; and I arrived in Washington at evening, in a tremendous downpour of rain - a veritable cloudburst - to find Mrs. Beam at Sunward, looking and acting just the same - only perceptibly weaker and older.

I had some needed dentistry attended to in Washington, and then started west over the magnificent Pennsylvania turnpike and the Maryland mountains. Coming out of Pittsburgh by a new road, called the Ohio River Parkway, or Boulevard, I made a discovery at Ambridge which reminded me of you. I ran smack into an historical marker, informing all that Ambridge was formerly known as "Economy", and that it was the home of the famous "New Harmonists Co-op. Community", under the leadership of George Rapp. The large <sup>brick</sup> buildings of the Community are still standing overlooking the industrialized Ohio River; and I met and talked with a Dr. Duss, an octogenarian, the last-surviving member of the Board of Trustees of the Community - all the rest of whom have been transferred to the cemetery! I had a nice chat with him, while sitting out another downpour of rain, and was shown the interesting relics of the enterprise - the first silk woven in the United States, clothing, fine-spun woolsens (or rather fine-woven), and the Lutheran Church (now Lutheran, but formerly apparently non-sectarian). The community was very successful and made money from its industrial enterprises as well as its extensive farms. Dr. Duss has written a book about it, called "The New Harmonists", which one ought to read. He said there was some friction between George Rapp and his adopted son, in later years; but the real reason for the demise of the Community seems to have been the failure to produce children and successors (what the Germans call a "Nachwuchs"!)...You should have been with me!

So I came on galloping across Ohio and Indiana, and admiring the lush prosperity of the farms. But what vast, open and fertile and entirely unoccupied spaces there are, even there in the Middle East - enough land to hold half the over-populated nations of Europe, it seemed. . . Now comes your Emancipator, for June, with your interesting article on Rousseau and democratic totalitarianism, (on which I could comment at some length, if time permitted), and your card to mother, suggesting that you are about to depart for greener pastures in the Hood River Valley. What ho? And with whom? . . . And, also, an interesting letter from your doubtful friend, Clara Campbell, of the Organic School, Fairhope, and a personal call (last Sunday) from Mrs. Totten and her tall son, Edward, who is at the U of C., working for a doctorate in geography, and whom I was glad to meet for the first time. (Not so handsome as Parker, but apparently intelligent). I will enclose Mrs. Campbell's letter, for your interest

The Democratic antics in Birmingham (coming in over the radio this afternoon) make me smile and think "Whom the Gods destroy, they first make mad!" It is high time for purge of the Kentucky and Alabama bourbons, and the Mississippi blacklegs and rednecks. They are in a minority, even in the South, and will soon discover what a contemptible minority they are, and how out-of-date! (Florida



*Zauch*

## THIS IS MY LAND

Born in the Midwest of parents born in the Midwest of grandparents refugees from the revolution of '48.

Grandfathers who fought at Shiloh, at Chickamauga, at Missionary Ridge, at Atlanta, and against the Sioux Indians of Minnesota and the Dakotas.

Three generations of my people have toiled and sweated, cutting timber, clearing the land, tilling the soil, building railroads, developing industries, fighting for democratic ideals. The soil and the sun of this land are in me; the hard labor of making this nation is in me; I am of this land and it is of me.

The deep rich soil of my native Iowa has stained these fingers and palms; the fresh earth of the long furrows has known these feet; many hafts have calloused these hands. Brought up in a Scotch Covenantor community with Germans and Irish and Scandinavians and Bohe-meians and blue-bellied Yankees for neighbors. Emergent Americans of the Midwest.

With my tap root in the heart of these States my laterals are in many States. My roots bind together all the States into one country, one land; deep-running roots that unite in the heart and head of me; from many, one.

I who have tarried in New England know the quiet charm of her elm-shaded colonial towns, the clean blue-white snows of her winter mountains, her grey-green lakes reflecting clouded skies and pine forests, her narrow beaches and granite coasts, the angular souls of her angular people and, knowing them, cherish New England.

I who have dwelt on the sea islands of our south-east coast, listened to the negroes of St. Helena singing spirituals, saned in and out of a hundred channels, fished for drumfish on ocean banks, swum at night with fingers and toes phosphorescent tipped, cast nets for crabs and shrimp, gathered oysters at ebb tide along low green shores--I am more than fond of those emerald isles and the seducing sunshine of that lazy, lounging coastland.



I who have warmed my snow-chilled blood in  
Florida's winter sun, loafed on her broad  
white beaches, angled for terpon and sword-  
fish off the Keys and among the Ten Thousand

Islands, listened of an evening to the booming  
of waterfowl in the Everglades been cradled  
and lulled and caressed in those warm blue  
waters--I treasure that land of pines and  
palms and blazing beaches and shimmering  
seas.

I who have lived in the Great Smokies and the  
Ouachitas, where rhododendrons flame and  
spiced azaleas o'erwhelm, where dark forests  
and wild grey crags turn royal purple in the  
twilight, where quavering voices chant aged  
ballads while turgid youth dance old figures  
to the ancient tunes, where I have been sung to  
sleep by the rippling music of tumbling waters  
--those forests and mountains and blooms and  
streams are a part of me.

I who have threaded the bayous of the Cajin  
country, lifted and swept aside trailing moss  
and thorned vines to let the boat pass, heard  
laughter and strumming banjos and sweetheart  
in' songs from hidden clearings behind jungle  
banks, come suddenly upon some weathered  
Norman home set among cypresses and mag-  
nolias, put up for the night an unknown but  
a welcome guest, listened to the soft patois of  
Creole planters, been lulled to sleep by the mo-  
notonous symphony of shrill cicadas and creak-  
ing frogs and then aroused at daybreak for a  
demitasse of coffee--black as midnight, thick  
as syrup, reeking of chickory and unsweeten-  
ed--the shudder of it lingers with me still. The  
slow steady tempo of life among those smiling  
Acadians of the bayous charmed and tempted  
me.

I who have followed the wheat harvest from the  
Fanhandle to the Canadian line, pitched bundles  
with Mexicans and Wobblers and college boys,  
lived in jungles and slept in barns and flop-  
houses at railroad points, endured withering  
heat without hope of shade or breeze, learned  
the meaning of vastness from the endless  
sweep of prairies sensed eternity from the  
clear and unbroken canopy of unending stars--



my months in the wheat fields were periods of sweating days and long evenings of thought, interludes of physical hardening and maturing reflection. Those immensities subdued yet strengthened me.

I who have played through the Rockies and along the West Coast, been thrown by broncos in Wyoming, cast for trout in ice-cold mountain streams, tried to climb Rainier, watched the salmon run in Oregon, stood in wonder among the giant redwoods, seen the sun rise over gorgeous Grand Canyon, felt the cool summer freshness and viewed the unsurpassed grandeur of Yosemite, and laughed at the glitter and glamour of gaudy, self-conscious Hollywood--I have enjoyed these things and love them all.

I, scion of farmers and workers, who have attended the schools, grammar school, high school, college and university, studied with renowned scholars, sat at the feet of famous teachers, profited from the interplay of great minds, enjoyed the friendship of free spirits, I found there was none to deny me access to the noblest and best that man has thought.

We citizens of these United States are of many nationalities and of many races, and combinations of all nationalities and all races; we are of many creeds and of no creed; we are of the mountains and the plains, of the winter snows and from sunny climes; racially, religiously, topographically and climatically our country is many in one. From many we are one; many diversities but all parts of one great whole; many roots uniting in one great trunk, those United States.

When you wonder that I am so wholly and devotedly American think of these my many roots, of my tap root in the very heart of these States and of my laterals rooted in many States, the whole uniting into one trunk in the heart and head of me. From many, one. You will then understand why I am of this land and this land is of me. You will then know why I dearly love these States, why I am an American, why this is my land.

William Edward Zeuch



ans 8/17/64 5/7/64

My dear Mrs. Mitchell:

Your cards were rec'd. I thought maybe you were coming down this way after your stay in S. F. and would look me up. I would have been glad to see you.

Things rock along here as you would expect. Life in a V.A. Home is quite routine. I go twice a day, mornings and afternoons to the Physical Therapy Clinic to practice walking on my temporary leg - behind my wheel chair and then on crutches and with a cane. Have been doing this for several months. Now they are making me a permanent leg. So I am making progress. But despite all this I will be doing my getting around outside in my wheel chair and now crutches and cane in the house mostly.

My health is all that could be hoped for. Blood pressure is 130 over 80 (normal) and blood sugar count 82 (normal) while my recent annual physical examination revealed nothing wrong with lungs, heart, stomach, liver, etc. So I guess that I am good for a few more years barring accident. Of course, one has always to expect the unexpected.

I spend my spare time reading and am doing much of it. Fortunately I have my sight back. There are many good new books and our library takes most of the good magazines. Then I take a daily paper and TIME. The New Republic and The Progressive on my own. They have their TV's in our room so I can keep up with the ball games.

The V.A. Home is much better than any private nursing home. The care one gets is impersonal and professional. There are nurses and doctors on call at all times. And Wadsworth Hospital stands ready to receive us if we get really sick. They have every medicine and a wealth of clinical equipment. No private home could provide these things. And they are free to veterans. The private homes are getting to be a money making racket. They want \$250.00 a month for wheel chair cases and \$350.00 a month for bed cases. I could not afford that even if they were good.

Fairbanks is no exception to the general trend. Most of the liberal centers and communities have declined or disappeared entirely. Most of them have been killed by the social legislation of the past thirty years. They have put a floor under incomes so that the misery is not quite so widespread. This pulled the teeth of much social protest - even though ~~the~~ LBJ says there are 30 million living on or below the subsistence level. I follow the political trends, of course. I am afraid the Republicans



have neither a candidate nor a program that can defeat Johnson and the Democrats. Not that the latter are all to my liking. The Texas "oilocracy" has too great an influence with Johnson to suit me. I do not think he is a liberal - just a politician. But that may be what it takes at this juncture of affairs.

World tensions have raised. Governments seem to be getting more realistic in their approach to international problems. If we could get them all fighting poverty and social backwardness generally it would be better for them all. Ignorance, poverty, disease and the population explosion are the real menaces.

Give my regards to mutual friends in Fairhope. And my very best wishes for you and your sons.

as ever,

Lauch

B784154

V. Q. Branch P. O.

Los Angeles

Calif 90073

sent card  
from Yelving Hill



c/o Franz Wertgen, Parkdale, Oregon. August 5, 1952

My dear Paul:

The announcement of your marriage sent to me in Mexico reached me just the other day. The postal authorities down there appear to hold everything for a month or more before forwarding.

My very best wishes for the happiness of your wife and yourself, and may there be many long years of such conjugal bliss. Since you have known one another long enough to be really well acquainted, the chances are that you have made no mistake. College romances have a much better chance of permanent success than most any other kind.

It is interesting that your marriage should take place in the church at Beaufort, S.C. which I know rather well. It is a lovely old building in a lovely spot. Prof. Goodhue and I lived at Port Royal just a few miles from Beaufort for a couple years and used to go up to Beaufort quite often. That church attracted our attention.

I take it that you are spending the summer in England. (I am sending this letter to Fairhope with instructions to forward.) Then I expect you will go on to Denmark under your Fullbright scholarship or fellowship. I spent the summer of 1932 in Denmark, Sweden and Norway. I spent two weeks each at the folkschools at Esbjerg, Roskilde and Elsinore. The first two were labor folkschools while the last called itself an international peoples college. But it was more labor than anything else. I visited other folkschools but was rather disgusted with them. They were spending most of their energies in a fundamentalist-modernist religious struggle rather than in cultural activities.

It is not quite clear to me where and under whom you expect to study in Denmark. Ordinarily we do not think of that country as having any centers of graduate study. I take it, however, that you have found something special on which you wish to work. Be sure to make as many side trips as possible to other parts of Europe during your year there. There is much to see and much to learn from what you see.

I do not know your wife, of course, but assume that she has her interests, too, which will be furthered by the year in Denmark. Did she major in the same fields as yourself at Swarthmore? Or did she do her work in fields that can be pursued in Denmark?

You will find the Danes, on the whole, a nice people. They are as even tempered as their lands. Few ups and downs. And they possess a sense of humor that is peculiarly their own.

There is little to tell of myself. I came up here from San Miguel de Allende two months ago to help a friend harvest his strawberry crop and to look after investments here in Hood River Valley and in Seattle. After Labor Day I shall return to Los Angeles and enter the V.A. Administration Center at Sawtelle for a good physical check up and for some dental work. I rate domiciliary care there but am not sure that I will avail myself of it. Depends on my condition. Before going back down to L.A. I shall do some visiting of friends in Seattle and at Santa Cruz.

Again wishing you both the greatest possible happiness, I remain

As ever,

Leuch



Hatton, Ark. 7/20/48

My dear Dr. Easton:

Yours of 7/12 rec'd. In the meantime I wrote the Dean a rather complete statement concerning Paul and have rec'd a reply from his Secy, Mrs. Stroh, that she will bring it to his attention immediately he returns, and that she is sure "Mr. Dean will read with real interest what you have to say about Paul." So all we can do now is await Dean Norris' return from vacation about August 1, according to her letter.

Some days ago I rec'd a letter from Brent Allison who goes shortly to Germany as Educational Advisor to the American Military Administration. I enclose it. Since Brent worked for the Friends Service Committee and knows plenty of Quakers, and knows and is interested in Paul's progress, I took the liberty of asking him to write also. It can do no harm. The more persons known to be interested in <sup>Paul's</sup> admission to Swarthmore the better.

I certainly hope all works out Ok. I would hate to think of Paul going to Southwestern at Memphis. That is a third rate institution and I cannot believe that Paul would get what he needs there.

In my letter to the Dean I asked that the matter of Paul's admission be reopened and that Paul be granted a personal interview by the Admissions Committee. He would then have a chance to "sell" himself which I am sure he could do with modesty, courtesy and sincerity, not to mention frankness and simplicity.

I will be leaving here by the end of the first week in August. After that I expect my address will be Parkdale, Oregon but I will drop you a card as soon as I am certain. I will want to learn how things turn out.

As ever,  
Zauch